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ABSTRACT

An outline of basic concepts, performance objectives, and learning activities is presented for a first grade course on the family and the school. The course is intended to span a 28-week period. It is based on four major generalizations: (1) physical needs give impetus to the development of the cultural climate, (2) law has been established for the common good and is derived from man's need for both freedom and control, (3) man's need for sociality is a factor in implementing change, and (4) the need for self-realization by man is a contributing factor toward changing society. The first part of the guide outlines specific concepts and performance objectives for each of the four generalizations. For example, the first concept under the first generalization is that people everywhere live together in family groups. Objectives include statements from each student about family life and how their family fulfills at least one of their needs. The second part of the guide enumerates specific learning activities for each performance objective identified in part one. The activities include class discussion, picture interpretation, slide shows, films, artwork, and group reading. Some resources are identified. (AV)

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SOCIAL STUDIES CURRICULUM GUIDE

GRADE 1 - FAMILIES & SCHOOLS

Curriculum Development Committee-1974-1977

Joan Faherty, Gr. 1 - Parkway
Joanne Klikier, Gr. 1 - Parkway
Elaine Morfogen, Gr. 1 - Parkway
Frances Blackman, Gr. 1 - Memorial
Brenda Goldmann, Gr. 1 - Memorial
Edward Rigolo, Principal - Memorial
Dorothy Bachmann, Consultant - E.D.C.

Summer Study 1977

Brenda Goldmann, Grade 1, Memorial
Joanne Klikier, Grade 1, Parkway
Elaine Morfogen, Grade 1, Parkway
Dorothy Bachmann, Consultant,
Educational Development Center

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PARAMUS PUBLIC SCHOOLS

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Grade I - Family & School

Performance Objectives

Generalization I - Physical needs give impetus to the development of the cultural climate.

Concept 1 - People everywhere live together in family groups.

1. Students will be able to describe what a family is by discussing family life as they have experienced it. Each student will contribute at least one verbal statement about family life.

2. Students will demonstrate their awareness of the varying size and structure of families by drawing a picture with labels of the family members.

3. Students will demonstrate their awareness of change in family constellation by describing study prints or pictures of their own families which show change. Each student will give at least one evidence of change in family constellation.

4. Students will demonstrate their awareness that people everywhere live in family groups by their discussions of family living around the world; this awareness will vary among students.

5. Students will be able to identify their own needs which are fulfilled through family living. Each student will contribute at least one need fulfilled through the family.

Recommended Time: 3 - 5 Lessons

Concept 2 - Families use schools to aid in educating their members.

1. Students will identify the functions of a school and school personnel by listing these functions and the appropriate personnel. Each student will make at least one valid contribution.

2. Students will explain how schools vary according to the needs and customs of its students by discussing different schools, such as: those for children with hearing or sight problems, bilingual schools, parochial, one room schools, dancing school. Their ability to do this will vary according to experiences individuals have had.

3. Students will illustrate how families participate in neighborhood activities in schools by drawing pictures or sharing photos of these uses, such as: fairs, parent-teacher groups, scouts, recreation.

Recommended Time: 3 - 5 Lessons

Concept 3 - People are different in some ways and alike in others.

1. The students will give examples which show that people in the same family usually have similar characteristics. Each student will cite at least one example.

2. The students will demonstrate their awareness that people have different tastes, habits, and customs by discussing the variations within their own family experiences. Each student will talk about at least one difference.

3. Students will draw conclusions about the similarities and differences in people by using a series of study prints illustrating a variety of people and settings. Each student will state at least one variation.

4. Students will recognize that people have different kinds of talents, skills, and abilities by discussing the various abilities in their class group and school personnel with whom they associate. Each student will make at least one valid statement about differences in people.

5. Students will demonstrate their respect for peoples' differences by:
   a. not making fun of people who do things differently from their own customs
   b. playing with all of their classmates, not rejecting individuals
   c. sharing with all their classmates
   (On-going - teacher observation for growth)

Recommended Time: 6 lessons and on-going throughout the year

Concept 4 - The way a family lives depends to some extent on where it lives.

1. The students will compare variations in the food, clothing, and shelter used by families around the world. Each student will contribute at least one example of each, either in the form of a picture, drawing, item itself, or verbally describing it.

2. The students will describe the changes in the way they live as a family as caused by seasons, by contributing at least one statement in a discussion of effects of climate.

3. The students will list at least one example which shows the effect of resources on how families live.

4. The students will list at least one example which shows the effect of customs and tastes on how families live.

5. The students will describe changes from early time to now in how families live. Each student will contribute at least one valid statement in a discussion.

6. The students will draw a picture showing an occasion or occupation which requires specific types of clothing.

7. The students will use a globe to locate families around the world and correctly identify North America as the continent on which they live.

8. The students will begin to use cardinal directions correctly by stating north as toward the North Pole, and south as toward the South Pole.

9. The students will begin to use specific terms correctly, i.e., globe, map, continent, North Pole, South Pole, ocean, resource - natural and man-made, by locating them on a globe or correctly stating what it means to them.

10. The students will explain the value of the variety of resources available to us and show their awareness of the need to use them wisely by carefully using materials they have or borrow.

Recommended Time: 12 - 15 lessons

Concept 5 - Wants for goods and services are usually satisfied in the market places.

1. The students will demonstrate an awareness of the economic principle of choice by describing how families' choice of wants is limited by income. Each student will cite at least one example.

2. The students will explain why consumers require money income to purchase goods and services.

3. Each student will give at least one example of goods and services produced in the home.

4. Each student will give at least one example of goods and services produced outside the home.

5. Each student will give at least one example of goods and services from other countries used by families in our country.

6. The students will <u>begin</u> to use terminology correctly in their daily discussions: choice, income, consumer, money, wants, needs, market place.

7. The students will begin to form a value system that shows "needs and wants" related to the best use of available resources.

Recommended Time: 5 - 7 lessons

Total Recommended Time for Generalization I is 29 - 38 lessons, or about 15 weeks.

Generalization II: Law, a system of regulations and disciplines, has been established for the common good, and is derived from Man's need for both freedom and control.

Concept 1 - People need to make plans and have rules.

1. The students will discuss the need for rules in family and school living by giving at least one example from their own experiences of why these rules are useful.

2. The students will compare school rules with family rules and list at least one similarity and one difference.

3. The students will formulate rules for their classroom and cite rewards and sanctions that are reasonable for them.

4. The students will demonstrate their awareness of the importance of cooperating with rules for happy community living by following the regulations that affect them.

Suggested Time: On-going throughout the year.

Concept 2 - The people of our nation elect officials to help fulfill the needs of all.

1. The students will become aware of our system of election of our public officials by eligible voters by discussing elections and viewing the voting booths used at election times.

2. The students will illustrate how elected officials ensure families of services by drawings they make showing this process.

3. The students will relate the taxes paid by their families to the cost of services rendered by listing services and stating how they are paid for.

4. The students will become aware of elected officials adapting laws to meet changing needs by discussing changing needs in their experiences.

5. The students will begin to formulate a value system by explaining what democracy means to them.

6. The students will identify specific terminology: election, officials, laws, democracy.

Suggested Time: At election times, throughout the year. Special emphasis during national Presidential elections.

Generalization III: Man's need for sociality is a factor in implementing change.

Concept 1 - The family is a social group.

1. Students will describe what they mean by a social group by giving at least one example of a group of which they are members.

2. Students will define relatives by listing and/or drawing persons who belong to their family, such as father, brother, aunt, niece, cousin.

3. Students will discuss occasions for family get-togethers to share sad and happy experiences by giving at least one example of each in their lives.

Suggested Time: 2 - 4 lessons

Concept 2 - Roles may be determined by age, needs, ability, education, and interest.

1. Students will explain how each member of the family can contribute to the needs and comfort of the family by giving at least one example of a contribution made by any member of their own families.

2. Students will demonstrate an awareness of who they are as individuals by describing what they like best about themselves, what characteristic they need to improve.

3. Students will demonstrate an awareness of their responsibility to small and large groups by their actions in group work, i.e., contributing to the task being done, not interfering with the successful completion of that task, not interfering with another group's work. (Teacher observation for growth)

4. Students will demonstrate their awareness of the flexibility of roles, depending upon the needs of the family by drawing pictures showing different family members performing a similar role for a specific reason; for example, Father shopping while Mother is employed, Mother shopping while Father attends a meeting.

5. The students will list at least one similarity and one difference in their role as a student and as a family member.

Suggested Time: 4 - 6 lessons

Generalization III (continued)

Concept 3 - The occupations of members of a family will vary among families.

1. The students will give at least one example of the different kinds of work which must be done by adults to fulfill the needs of the family and the community of families.

2. The students will demonstrate through their discussions their understanding of the term salary, as money income received by workers in a family from businesses for the use of their productive services.

3. The students will demonstrate an awareness of how "salary" is used to fulfill some needs of a family by drawing a picture illustrating some things bought with salary.

4. The students will begin to form a value system that demonstrates an understanding of the relationship between labor and income.

Suggested Time: 3 - 5 lessons

Concept 4 - Families' ways of living have changed and may continue to change.

1. The students will list at least three means of communication, i.e., mail, telephone, television, telegram, newspaper.

2. The students will list at least one change that has been brought about by improved transportation, i.e., horse and buggy, automobile, trains, ships, airplanes, jets, rockets, space ships.

3. Students will demonstrate an awareness of new problems and/or conditions brought about by scientific and technological advances by giving at least one example of changed conditions caused by each of the previously listed improvements.

Suggested Time: 8 - 10 lessons

NOTE: Suggested time for Generalization III: 17 - 25 lessons (10 weeks)

Generalization IV - The need for self-realization by Man is a contributing factor toward changing society.

Concept 1 - The family home may be the center for the fulfillment of happy living.

1. The students will identify at least one kind of family gathering to commemorate birthdays, anniversaries, and other important occasions.

2. The students will discuss at least one religious belief and/or practice that may be a part of their family pattern of living, if it is part of their family pattern.

3. The students will list at least one activity their families pursue to recognize and encourage particular talent.

4. The students will list at least one family activity which stimulates appreciations of music, art and/or literature.

5. The students will discuss how happy families can create happy communities. (The level of discussion will vary with experiences of the student.)

Suggested Time: 4 lessons

Concept 2 - The family group participates in various forms of fun and recreational groups.

1. The students will list at least two ways through which they pursue recreational activities with their families.

2. The students will list at least two changes in recreational activities promoted by seasons.

Suggested Time: 3 lessons

NOTE: Suggested time for Generalization IV: 7 lessons (3 weeks)

Total Suggested Time for School Year: 28 weeks

GENERALIZATION: I — Physical needs give impetus to the development of the cultural climate.

CONCEPT: 1 — People everywhere live together in family groups.

Performance Objectives	Learning Experiences
1. Students will be able to describe what a family is by discussing family life as they have experienced it. Each student will contribute at least one verbal statement about family life. 2. Students will demonstrate their awareness of the varying size and structure of families by drawing a picture with labels of the family members. 3. Students will demonstrate their awareness of change in family constellation by describing study prints or pictures of their own families which show change. Each student will give at least one evidence of change in family constellation. 4. Students will demonstrate their awareness that people everywhere live in family groups by their discussions of family living around the world; this awareness will vary among students.	1. Have the students bring in family photographs that may be used as an album, a family tree bulletin board, or during "Show & Tell". If photographs are not available, use cut-outs or cardboard pictures to represent the family. 2. Have children learn songs pertaining to Families, which may be found in First Grade Music Books. 3. Use role playing showing interaction of family members in the home. Attempt to compare and contrast various occupations of parents. 4. Help children learn to understand and deal with change in families caused by divorce, separation, death and birth. For example: a. "The Family Has A New Baby" - Filmstrip at Stony Lane Use with Ld 20 SVE b. Read the book, Where Is Daddy? the Story of a Divorce by Bertha Goff - Parkway, Memorial, & Ridge Ranch. 5. Use the Coronet Families Around the World picture series to illustrate varying size and structures of families. Have children discuss the pictures. 6. To further understanding of family groups in other countries, collect magazine pictures of families in other countries. Display on bulletin board. Place name of country above appropriate picture. Locate countries on globe. 7. Use filmstrips or AV Combos, such as: a. The Family - AV Combo - EDC #217; use the filmstrip, "Families From Other Cultures". b. "If You Were Born In Mexico" - Troll c. AV Combo - Schools, Families, Neighborhoods - All Elem. Schools d. AV Combo - Traditional Japanese Family - EDC #324. e. AV Combo - Our Society - The Family - "No Place Like Home"-EDC #72

GENERALIZATION: I — Physical needs give impetus to the development of the cultural climate.

CONCEPT: 1 — People everywhere live together in family groups.

Performance Objectives	Learning Experiences
5. Students will be able to identify their own needs which are fulfilled through family living. Each student will contribute at least one need fulfilled through the family. Recommended Time: 3 - 5 Lessons	8. Use picture sets: a. Families of the World - "Living in Brazil", "Living in France", "Living in Japan", "Living in the U.S.".Silver Burdett Series b. Family Life Around the World: "Asia & South Pacific", Coronet 9. Use 16mm films: a. Family Life in Malaysia: "We Live in a Kampong", EDC #2-196. b. Family Life in India: "Ten of us", EDC #2-124. (Use a short segment of this film and then discuss with students; since it is portraying a culture different from their own in several ways, it may be too complicated in its entirety.) 10. Refer to You and Your Family from "Man and His World" series, Noble and Noble. Book found in Media Centers.

GENERALIZATION: I — Physical needs give impetus to the development of the cultural climate.

CONCEPT: 2 — Families use schools to aid in educating their members.

Performance Objectives	Learning Experiences
1. Students will identify the functions of a school and school personnel by listing these functions and the appropriate personnel. Each student will make at least one valid contribution. 2. Students will explain how schools vary according to the needs and customs of its students by discussing different schools, such as: those for children with hearing or sight problems, bilingual schools, parochial, one room schools, dancing school. Their ability to do this will vary according to experiences individuals have had. 3. Students will illustrate how families participate in neighborhood activities in schools by drawing pictures or sharing photos of these uses, such as: fairs, parent-teacher groups, scouts, recreation. Recommended Time: 3-5 Lessons	1. Children need to understand the structure of the school plant. Take a walk to special rooms, and multi-purpose room. Discuss. Use Combo Five Friends at School, #4, "Our School". Use picture set, You and Me, Ginn & Company. 2. Have children name people in school to help them learn. Discuss custodian, nurse, principal, special teachers. Put in form of a song, Hello Everybody, substituting names of school helpers. Use AV Combo by Field Educational Publications, Inc. - School, Families, and Neighborhood. List, through discussion, the school's personnel. 3. Give each child manila paper. Instruct each child to draw a picture of one of the adult helpers who interests him. Person in picture should be doing his work. Child tells why he selected his person. Put on bulletin board. 4. Have children select a member of school personnel, write a letter of invitation requesting a classroom interview. Prepare questions ahead of time. Tape. 5. Keep a class notebook with pictures (crayon or camera) and write-ups of the various special learning situations, such as assembly programs, both professional and student, class visitors, class trips. Review at the end of year. Some of these could be placed on tapes, also for review.

GENERALIZATION: I — Physical needs give impetus to the development of the cultural climate.

CONCEPT: 2 — Families use schools to aid in educating their members.

Performance Objectives	Learning Experiences
	6. Discuss concept of a multi-purpose room and list the many uses it gets in school, during school hours.
	7. Picture Set "A Trip Through School" - EDC.
	8. Give children a stenciled copy of their school's floor plan and/or make a simplified map on a large bulletin board. Students can insert the names and/or photos of teachers in each room.
	9. Show filmstrip, EDC "School, Friends, and Activities" - SVE.
	10. Invite parents who are a part of the school's personnel to discuss their role in school.
	11. AV Combo #12, EDC - William, Andy & Ramon and Five Friends at School.
	12. To teach the variety of schools all over the world, show Silver Burdett charts: Living in France (Chart 3), Living in Japan, Brazil. Use sets from Discussion Pictures for Beginning Social Studies, Harper & Row, Theme 3: "Socialization and Education of Man." Another good reference is Schools Around the World, Silver Burdett.
	13. To reenforce learning about various schools, collect pictures of various types of schools for bulletin board. Each child should be able to tell about pictures. Place a short caption under or with each picture.
	14. To help orient children to school life, use filmstrips School Friends and Activities, SVE; A Day at School, Living Together, SVE; read Big New School, by Evelyn Hastings.

GENERALIZATION: I — Physical needs give impetus to the development of the cultural climate.

CONCEPT: 2 — Families use schools to aid in educating their members.

Performance Objectives	Learning Experiences
	15. Children should have the opportunity to discuss and share the experiences they have at other types of schools they attend. Have children demonstrate some of the skills they learn at their special school, or bring in pictures. 16. Have children invite their teacher from their special schools. 17. Use picture set under "Learning". 18. Use SVE picture sets: "Children of Africa". . . . Children of Asia; West Indies; Kenya. 19. Invite parents to come to the classroom to discuss how they help during fairs, sales, Brownie leader, sport coaches, P.T.O. officers, etc. 20. Have children discuss the activities they attend at school, after regular school hours. 21. Working, Playing, Learning - Grossman, Michaelis, Field Educational Publications, Inc. Refer to units on schools. Book found in Media Centers.

GENERALIZATION: I — Physical needs give impetus to the development of the cultural climate.

CONCEPT: 3 — People are different in some ways and alike in others.

Performance Objectives	Learning Experiences
1. The students will give examples which show that people in the same family usually have similar characteristics. Each student will cite at least one example.	1. Make a family tree with child's picture and child's name. Discuss how various surnames may have come from different countries.
2. The students will demonstrate their awareness that people have different tastes, habits, and customs by discussing the variations within their own family experiences. Each student will talk about at least one difference.	2. The Harcourt, Brace & World, Inc. picture set, Concepts & Values (c1970) contains 6 pictures, "People", depicting children playing and learning. Help children perceive that there are more likenesses than differences in human features, valuing the oneness of mankind.
3. Students will draw conclusions about the similarities and differences in people by using a series of study prints illustrating a variety of people and settings. Each student will state at least one variation.	3. Gather from old magazines as many pictures as possible of different American families. Make bulletin board "American Families".
4. Students will recognize that people have different kinds of talents, skills, and abilities by discussing the various	4. Divide children into different family groups. Let them work out roles, act out work, plan a trip, a vacation. Take pictures, or use tape.
	5. Dramatize Japanese family eating. Show Chart I - Living in Japan. Bring in chopsticks. Then dramatize the way we eat for contrast. Children who have eaten in Chinese or Japanese restaurants may share their experiences with the group. Use the AV Combo, EDC #324 - A Traditional Japanese Family.
	6. Learn counting songs in a variety of languages, also alphabet and spelling songs: Band of Angels (A&B), One Little Elephant)A&B), Over In The Meadow (A&B), This Old Man (A&B), also see the record American Folk Songs for Children, by Pete Seeger, One, Two, Three, (A&B), Sing in a variety of languages (see A&B, p. 145), French Counting Song, (Follett), Spanish Counting Song (Follett), see also the record Childrens' Songs of Mexico, John Brown, (Follett) Do A Deer, Sound of Music.

GENERALIZATION: I — Physical needs give impetus to the development of the cultural climate.

CONCEPT: 3 — People are different in some ways and alike in others.

Performance Objectives	Learning Experiences
abilities in their class group and school personnel with whom they associate. Each student will make at least one valid statement about differences in people.	7. Play a game of voice identification to show that every person has a unique timbre of voice, speaking, and singing. Have children close their eyes and designate someone (by tapping on a shoulder) to sing a line of a predetermined song or have the class sing song "Who Is Hiding" and the person chosen answering,"I am" in sing song. Give everyone a chance on different occasions.
5. Students will demonstrate their respect for peoples' differences by: a. not making fun of people who do things differently from their own customs. b. playing with all of their classmates, not rejecting individuals. c. sharing with all their classmates. (On-going-teaching observation for growth)	8. After hearing any of the selections in Adventures of Music, Grade I, allow the children to interpret the music creatively in movement with no direction from the teacher. The differences in imaginative creations will be evident. The same could be done with interpretations in art work. 9. Discuss each child's favorite activities in the classroom and on the playground. Let weekly leader decide playground activity for day. 10. AV Combo #217 - EDC. The Family Filmstrips - "Each family is different", "Families from other cultures". 11. Exhibit items from home, label from what country they came, to emphasize family heritage.
Recommended Time: 6 lessons and on-going throughout the year.	12. Use picture sets from Media Center; for example, the Silver Burdett series Families Around the World or the Harcourt, Brace & World, Inc. Concepts and Values. 13. The Cheerful Quiet by Betty Horvath (c.1969) could be read to the children to show how one young boy searched for and found his cheerful quiet in a noisy house.

GENERALIZATION: I — Physical needs give impetus to the development of the cultural climate.

CONCEPT: 3 — People are different in some ways and alike in others.

Performance Objectives	Learning Experiences

14. The World of Wonderful Difference by Hans Guggenheim (c.1960) written and illustrated with wisdom and wit explores the differences in race, religion, ethnic background and cultural traditions.

15. Evan's Corner by Elizabeth S. Hill (c.1967) is a sensitive story of a young boy's experience in sharing space in a crowded family apartment, enhanced by lovely illustrations.

16. Use examples given in All About Us or People Are Important by E.K.Evans (c.1957), for example: About the way we look, about the way we act, about first names and last names and what they happen to mean, about blood types, skin coloring.

17. 16mm Films at EDC:
    a. #1-160 - About Dinnertime
    b. #2-185 - Families are Different and Alike
    c. #2-124 - Family Life in India: Ten of Us
    d. #2-196 - Family Life in Malaysia: We Live in a Kampong

GENERALIZATION: I — Physical needs give impetus to the development of the cultural climate.

CONCEPT: 4 — The way a family lives depends to some extent on where it lives.

Performance Objectives	Learning Experiences
1. The students will compare variations in the food, clothing, and shelter used by families around the world. Each student will contribute at least one example of each, either in the form of a picture, drawing, item itself, or verbally describing it. 2. The students will describe the changes in the way they live as a family as caused by seasons, by contributing at least one statement in a discussion of effects of climate. 3. The students will list at least one example which shows the effect of resources on how families live. 4. The students will list at least one example which shows the effect of customs and tastes on how families live.	1. Have each tell what home means to him. Discuss the functions of the rooms in the house. 2. Use books, poems, records, etc. pertaining to homes. 3. Have each child draw a picture of "My Home." Use heavy construction paper for this drawing so that it can be used as the cover for the booklet in the following activity. 4. Organize a booklet about "My Home" by discussing such topics as: My Family The Room I like Best in My Home What My Family Needs All the Time Things My Family Would Like to Have My Family Has Fun 5. Bring in dolls from all over the world for display. Tell why clothing is worn, and discuss variations. 6. Use filmstrips "The Meat Group," "The Milk Group," "The Vegetable and Fruit Group" - Nutrition Series - Filmstrip House. 7. Bring in magazine pictures of different clothing, classify for hot and cold lands, and changing fashions. 8. Use the 16mm film About Dinnertime (E.D.C. - 1-160) to note similarities and differences in family eating habits around the world. 9. Display pictures of climatic areas: jungle, desert, temperature, cold. Determine what kinds of homes and schools that these people would need. Discuss and make appropriate homes and schools. 10. Fold a large sheet of paper into four sections. Draw suitable shelter for hot, dry land; hot, rainy land; cold land; and a land that is cold in winter, hot in summer.

GENERALIZATION: I — Physical needs give impetus to the development of the cultural climate.

CONCEPT: 4 — The way a family lives depends to some extent on where it lives.

Performance Objectives	Learning Experiences
5. The students will describe changes from early time to now in how families live. Each student will contribute at least one valid statement in a discussion.	11. Read any poem, such as Houses by Elsa Jane Werner. Paint a large mural using parts of poem that describes the house.
6. The students will draw a picture showing an occasion or occupation which requires specific types of clothing.	12. Have children bring in clothing worn in other countries that they may have acquired while travelling or as presents from family and friends.
7. The students will use a globe to locate families around the world and correctly identify North America as the continent on which they live.	13. Use AV Combo - EDC #67 Would You Believe Tomorrow? for an indication of what the future may offer families.
8. The students will begin to use cardinal directions correctly by stating north as toward the North Pole, and south as toward the South Pole.	14. On one side of bulletin board have pictures of various types of clothing. On other side of board, have pictures of various weather conditions. Match with colored yarn.
9. The students will begin to use specific terms correctly, i.e., globe, map, continent, North Pole, South Pole, ocean, resource - natural and man-made, by locating them on a globe or correctly stating what it means to them.	15. To show how shelter varies, use pictures and charts available in each Media Center/
	16. Use AV Combo - EDC #446 House and Home, 4 filmstrips and 2 cassettes.
	17. Ask children to tell about the various kinds of material used for building homes and schools. List on chart. Identify building materials from pictures of houses.
	18. Discuss the furnishings in the home, use shoe boxes, incorporating various materials, showing how the home is set up. Discuss how the physical environment can help students learn.
	19. Use 16mm film, Eggs to Market EDC #1-017; shows how automation speeds fresh eggs to market.
	20. Use filmstrip, "Fun and Festivals of the Eskimo" - (Use with record LK 60) - available in Memorial and Stony Lane.
	21. Use filmstrip, "Life in an Eskimo Village" (use with record LK 58).

GENERALIZATION: I — Physical needs give impetus to the development of the cultural climate.

CONCEPT: 4 — The way a family lives depends to some extent on where it lives.

Performance Objectives	Learning Experiences
10. The students will explain the value of the variety of resources available to us and show their awareness of the need to use them wisely by carefully using materials they have or borrow. Recommended Time: 12-15 lessons	22. Help children collect pictures of people who live on or near water. Use Living in the U.S.A., Chart 7, Living in Brazil, Chart 10, to show adaptation to environment. 23. Draw picture stories depicting how people long ago obtained food. Refer to Families and Their Needs. 24. Discuss the meaning of "domestication" to man. Show pictures in Families and Their Needs. 25. Examples from six continents show that people have the same nutritional needs, but local conditions of land and climate determine the kinds of food they eat. Also, shows how they preserve, store and market foods. Use 16mm film - EDC #1-063 Foods Around the World. 26. Discuss favorite recipes. Bring in foods that show cultural influences and have lunch. Take photographs. Song, What Shall We Eat? This is Music, can be adapted to sing about foods from various countries. Compile recipe book from class contributions. 27. Discuss how clothing is used for special occasions, for example, first communion, Cubs and Brownies, wedding, graduations, Hallowe'en. Refer to Childcraft, Vol. V, "Costumes Fit Special Days." For further reference use Folk and Festival Costumes of the World. 28. Make bulletin board pictures of various types of uniforms. Refer to Childcraft, Vol. X, People Who Work in Special Clothes page 4. 29. Understanding customs may be developed in the following way: a. Ways of celebrating holidays Filmstrip - Around the World Easter Party. Filmstrip & Record - Christmas Around the World. b. Home styles - Ex. Japanese - little furniture. Silver Burdett Picture Set - Homes. c. Food - Discuss how customs and location relate to type of foods eaten. Promote understanding of differences in taste.

GENERALIZATION: I	Physical needs give impetus to the development of the cultural climate.
CONCEPT: 4	The way a family lives depends to some extent on where it lives.

Performance Objectives	Learning Experiences
	38. Use globe and/or felt model of globe on bulletin board. Have students point to and/or put correct labels on a specified location. 39. Explain to the students, simply, what a resource is, and the difference between natural and man-made resources. Then use a variety of pictures from the Media Center, to show these resources. Invite a parent who may be employed or have relevant information on specific resources. 40. Activities using maps of Paramus: a. Have children use the map of their own school district which is found in the learning packet. b. Get full map of Paramus from the Media Center or from Borough Hall to give children an over-all view of the town. 41. Refer to maps in learning packet; for activities have student write in the names of the continents and oceans. a. U.S. - (48 states) b. Western Hemisphere c. Eastern Hemisphere

GENERALIZATION: I — Physical needs give impetus to the development of the cultural climate.

CONCEPT: 4 — The way a family lives depends to some extent on where it lives.

Performance Objectives	Learning Experiences
	d. Clothes - Same as "c" Relate to economics. Holiday dress sometimes varies. 30. Use 16mm film, EDC #2-185, Families Are Different and Alike. Recreation, Hobbies, Religion of three families with varying life styles. Discuss, compare, contrast. 31. Bake bread, churn butter, make ice cream, corn muffins, applesauce, gelatin. 32. Invite grandparents, great-grandparents to share past experiences when they were children either by visiting the class or making a short tape. 33. Children will be encouraged to relate the past and present by discussing, observing and showing furniture, appliances, utencils, etc. If feasible, take a trip to places to view early furnishings and dress. 34. Children will be encouraged to relate the past and present by discussing, observing and showing clothing, methods of making clothing, machinery (spinning wheel, looms, etc.) 35. Read classic, Pelle's New Suit. 36. Children will be encouraged to relate modern day inventions to the past. (Phonograph, telephone, radios, automobiles, airplanes, toys, etc.) If feasible, take a trip to the Von Steuben House. 37. Label walls, "North," "South," East," "West;" then play a game, or sing song "Yonder She Comes." Have the children name and walk toward the correct direction.

GENERALIZATION: I — Physical needs give impetus to the development of the cultural climate.

CONCEPT: 5 — Wants for goods and services are usuallly satisfied in the market places.

Performance Objectives	Learning Experiences
1. The students will demonstrate an awareness of the economic principle of choice by describing how families' choice of wants is limited by income. Each student will cite at least one example. 2. The students will explain why consumers require money income to purchase goods and services. 3. Each student will give at least one example of goods and services produced in the home. 4. Each student will give at least one example of goods and services produced outside the home. 5. Each student will give at least one example of goods and services from other countries used by families in our country. 6. The students will begin to use terminology correctly in their daily discussions: choice, income, consumer, money, wants, needs, market place.	1. Set up play store and furnish with cans and boxes for goods. Use play money. 2. Children decide what services they would like to perform for each other. Act out job and ask for proper payment. 3. Discuss money as a purchasing power. Show that types of money vary from place to place. Show how money has changed from early times. Bring in samples. If any students or their parents have visited a foreign country, they may be able to bring in foreign currency to compare and contrast with our currency. Use 16mm film, EDC, #1-122 A Day in the Life of a Dollar Bill, the story of the circular flow of money in an economic system, told as it happens in an everyday situation. 4. Invite a local shopowner to explain how he uses the money he receives from buyers. 5. Invite parents to explain their work who are capable of, and are providing goods and services for their home and family, e.g. carpenter, seamstress, baker or cook, plumber, painter, builder. 6. Children decide upon a person whose services they would like to know more about and ask for an interview. Prepare questions ahead of time and tape the interview. 7. Use Teacher Guide to Economics - Grade 1 for a great variety of activities and materials for promoting an understanding of economics. 8. Invite people who provide goods and services outside the home; e.g. grocer, fishman, butcher, dentist, doctor, construction worker, electrician. 9. To the tunes of She'll Be Comin' Round the Mountain, or I've Been Workin' on the Railroad, enact the process of bringing products all over the country to our area.

GENERALIZATION: I — Physical needs give impetus to the development of the cultural climate.

CONCEPT: 5 — Wants for goods and services are usually satisfied in the market places.

Performance Objectives	Learning Experiences
7. The students will begin to form a value system that shows "needs and wants" related to the best use of available resources. Recommended Time: 5 - 7 lessons Total Recommended Time for Generalization I is 29 - 38 lessons, or about 15 weeks.	10. Have the children name the last thing they, or their parents have bought, in the way of toys, clothing, food, furniture, etc. 11. Have the children name and/or bring in at least one item or product made in a foreign country, e.g. food (cheese), shoes, clothing, cars, furniture, toys, rugs, jewelry, etc. 12. Use filmstrip series, Family Living Set 2 - EDC - 8 filmstrips. Use AV Combo #14, EDC, Robert and His Family - Filmstrip #3 "Robert Goes Shopping." 13. Businesses and governments employ workers who can produce the goods or service that people buy from them. Prepare a mural relating the business to the kind of workers needed. Example: Hospital - doctor, Factory - watchman, gas station - attendant, airport - pilot, department store - salesperson, restaurant - waiter or waitress.

GENERALIZATION: II

Law, a system of regulations and disciplines, has been established for the common good, and is derived from Man's need for both freedom and control.

CONCEPT: 1

People need to make plans and have rules.

Performance Objectives	Learning Experiences
1. The students will discuss the need for rules in family and school living by giving at least one example from their own experiences of why these rules are useful. 2. The students will compare school rules with family rules and list at least one similarity and one difference. 3. The students will formulate rules for their classroom and cite rewards and sanctions that are reasonable for them. 4. The students will demonstrate their awareness of the importance of cooperating with rules for happy community living by following the regulations that affect them. Suggested Time: On-going throughout the year.	1. Have each child explain the rules he must follow at home and why. Point out that some rules tell you what you can do and others what you shouldn't do for your own protection. 2. Use books: The Queen Always Wanted to Dance by Mayer I Am Better Than You! by Robert Lopshire The Snow Kings by Ellen Shine 3. Use filmstrips: a. Suburban Communities Need Laws, EDC #B19 b. Our Basic Need For Laws, "Our American Way of Life" series - Association Sterling 4. Use picture sets provided for in each Media Center: Children and the Law - David Cook Publication Company 5. Use the AV Combo: a. American Rock - EDC b. Custom and Tradition: Why Do I Have to. . .? "Our Society" series - EDC #186. 6. Use films: a. Rules, Laws, And You - #1-026 - EDC. b. Why We Have Laws: "Shiver, Gobble, & Snore" - #1-055 - EDC. Book is included. c. What "Liberty and Justice" Means - #1-066 - EDC.

GENERALIZATION: II — Law, a system of regulations and disciplines, has been established for the common good, and is derived from Man's need for both freedom and control.

CONCEPT: 1 — People need to make plans and have rules.

Performance Objectives	Learning Experiences
	7. Invite the principal, secretary, nurse and custodian to discuss the rules of the school, and what children can do to help the school run well.
	8. Discuss the importance of following rules when playing games, good sportsmanship, accepting decisions, showing team cooperation, etc.
	9. Discuss responsibilities at home. Make a list of tasks accomplished at home. Make a list of school responsibilities. Emphasize that doing and helping encourages a good feeling inside.
	10. Make a chart of jobs to be used all year. Children rotate jobs on a weekly basis.
	11. Allow children a time to function without rules. Then follow it with an analysis of what occurred and how they felt.
	12. Have children devise their classroom rules.
	13. Discuss the importance of practicing manners, to make living together more pleasant at home and in all places. Have children act out good manner situations.
	14. Instill an understanding and acceptance of people. Have children name qualities which they would look for when choosing a friend.
	15. Ask the children how we learn to understand each other. Read and discuss Your Face Is A Picture, by Eth and David Clifford.
	16. Brotherhood Week - Promote the idea that people the world over have the same feelings, emotions, needs. Teach the song It's A Small World.

GENERALIZATION: II

Law, a system of regulations and disciplines, has been established for the common good, and is derived from Man's need for both freedom and control.

CONCEPT: 1

People need to make plans and have rules.

Performance Objectives	Learning Experiences
	17. Martin Luther King's Birthday - Promote understanding of the importance of treating all people equally. Read the book The Picture Life of Martin Luther King. Show the filmstrip - Holidays American Style - EDC #240 - "Martin Luther King Day" 18. Refer to book One Plus One "Learning About Communities" - Macmillan Company. See section on Government - found in Media Centers.

GENERALIZATION: II — Law, a system of regulations and disciplines, has been established for the common good, and is derived from Man's need for both freedom and control.

CONCEPT: 2 — The people of our nation elect officials to help fulfill the needs of all.

Performance Objectives	Learning Experiences
1. The students will become aware of our system of election of our public officials by eligible voters by discussing elections and viewing the voting booths used at election times. 2. The students will illustrate how elected officials ensure families of services by drawings they make showing this process. 3. The students will relate the taxes paid by their families to the cost of services rendered by listing services and stating how they are paid for. 4. The students will become aware of elected officials adapting laws to meet changing needs by discussing changing needs in their experiences. 5. The students will begin to formulate a value system by explaining what democracy means to them.	1. Have the children name and recognize the current president. Use various media for identification. 2. Our President's family is our "First Family." Use pictures showing the members and their residences, especially the White House. Discuss their jobs, interests, activities, and roles. 3. Make a bulletin board display of a first family of long ago and one today. 4. Make a collection of pictures from magazines about the First Family and put in scrapbook. 5. Bring in used postage stamps - See how many Presidents you can find. Paste and label on large paper. 6. Explain that Paramus has its own elected officials. Find all pictures of our officials and put in scrapbook or on a bulletin board. 7. Have an election around Election Day. Make a ballot box. Visit room to see voting booths. 8. Vote as often as possible when the class has to make a decision. For example: What game should we play? Should we stay in or go out to play? Where should we go on a trip? 9. Teach children about Washington, D.C. Make them aware of the famous landmarks. Use maps, pictures, photographs. Use the National Geographic AV Combo - Washington, EDC #4, without the narration which is too advanced for younger students; use the two filmstrips, "The U.S. Capitol" and "The White House." 10. Invite the Mayor and/or Councilmen to visit the class to explain their jobs. 11. Activities can be related to the Washington and Lincoln holidays. See monthly teacher publications for new ideas.

GENERALIZATION: II — Law, a system of regulations and disciplines, has been established for the common good, and is derived from Man's need for both freedom and control.

CONCEPT: 2 — The people of our nation elect officials to help fulfill the needs of all.

Performance Objectives	Learning Experiences
6. The students will identify specific terminology: election, officials, laws, democracy. Suggested Time: At election times, throughout the year. Special emphasis during national Presidential elections.	12. Use filmstrips; such as: a. "The Story of Abraham Lincoln." b. "The Story of George Washington." 13. Use AV Combos: a. Holiday Series, Set 2 - EDC #451 1) Filmstrip "Washington's Birthday." 2) Filmstrip "Election Day." 14. Promote discussion of how parents pay for our schools through taxes. List the resources needed by the school when the class attempts an art project. Did the school buy the materials used? How did the school get the money to spend? 15. Discuss the Pledge of Allegiance, word by word to help emphasize America's heritage. Use books, Our Country's Heritage, by Frances Cavanaugh, Let's Find Out About George Washington, by Lazlo Roth, This Is My Country, Jene Barr. 16. Point to 3rd star on American Flag as belonging to New Jersey. Read Our Flag, by Leslie Wallen. Draw flags and cut out for Bulletin Board. 17. In a free democratic society, we learn to respect the rights of others. Discuss reasons why this is so important. 18. Review patriotic songs with the class and discuss their meaning. Learn the chorus of This Land Is Your Land, on recordings, the Limeliters and Pete Seeger are singing it. 19. Provide art activities pertaining to Washington and Lincoln such as silhouettes, log cabins.

GENERALIZATION: III — Man's need for sociality is a factor in implementing change.

CONCEPT: 1 — The family is a social group.

Performance Objectives	Learning Experiences
1. Students will describe what they mean by a social group by giving at least one example of a group of which they are members. 2. Students will define relatives by listing and/or drawing persons who belong to their family, such as father, brother, aunt, niece, cousin. 3. Students will discuss occasions for family get-togethers to share sad and happy experiences by giving at least one example of each in their lives. Suggested Time: 2-4 lessons	1. Have each child identify the members of his family who are living at home. Make a picture or a booklet showing these members. Label each member. 2. Use AV Combo: a. The Family - EDC - #217. b. The Family - No Place Like Home - EDC - #184. c. Children Need Families - EDC - #243.

GENERALIZATION: III — Man's need for sociality is a factor in implementing change.

CONCEPT: 2 — Roles may be determined by age, needs, ability, education, and interest.

Performance Objectives	Learning Experiences
1. Students will explain how each member of the family can contribute to the needs and comfort of the family by giving at least one example of a contribution made by any member of their own families. 2. Students will demonstrate an awareness of who they are as individuals by describing what they like best about themselves, what characteristic they need to improve. 3. Students will demonstrate an awareness of their responsibility to small and large groups by their actions in group work, i.e., contributing to the task being done, not interfering with the successful completion of that task, not interfering with another group's work. (Teacher observation for growth) 4. Students will demonstrate their awareness of the flexibility of roles, depending upon the needs of the family by drawing pictures showing different family members performing	1. Set up a small area where children can play the roles of various members of a family. Act out what each role entails. Stress individuality. 2. Have children discuss changing roles of males and females. Use photo set, Men In the Nurturing Role, Women's Action Alliance. 3. Compare and contrast parents' roles today, to parents' roles of the past. For example; how modern conveniences and economic conditions influenced the change. 4. Have a child interview the person of their choice to find out what they do and why. Children report back to class. 5. Have the children tell what they do best, or find the easiest to do, and what they need to improve in, or find hardest to do. 6. Read books: Daddies by Lonnie C. Carton Daddies, What They Do All Day by Helen Walker Puner The Daddy Book by Robert Stewart Mommies At Work by Eve Merriam 7. Use AV Combos: The Family - EDC #26 Five Children - EDC #254 People Need You - Eye Gate - EDC "Your Role in the Family" People and Their Customs: From Thatch Hut to Sky Scraper, Teaching Resource Films, EDC "The Family" (deals with changing roles)

GENERALIZATION: III — Man's need for sociality is a factor in implementing change.

CONCEPT: 2 — Roles may be determined by age, needs, ability, education, and interest.

Performance Objectives	Learning Experiences
a similar role for a specific reason; for example, Father shopping while Mother is employed, Mother shopping while Father attends a meeting. 5. The students will list at least one similarity and one difference in their role as a student and as a family member. Suggested Time: 4-6 lessons	8. Use Words and Actions - role playing photo-problems for young children (10 study prints) - Holt, Rinehart & Company.

GENERALIZATION: III — Man's need for sociality is a factor in implementing change.

CONCEPT: 3 — The occupations of members of a family will vary among families.

Performance Objectives	Learning Experiences
1. The students will give at least one example of the different kinds of work which must be done by adults to fulfill the needs of the family and the community of families. 2. The students will demonstrate through their discussions their understanding of the term salary, as money income received by workers in a family from businesses for the use of their productive services. 3. The students will demonstrate an awareness of how "salary" is used to fulfill some needs of a family by drawing a picture illustrating some things bought with salary. 4. The students will begin to form a value system that demonstrates an understanding of the relationship between labor and income. Suggested Time: 3 - 5 lessons	1. Invite parents to class to tell about their occupations. 2. Have the children make a list of ways in which salaries fulfill some needs of their families. 3. Have children tell about times when their parents will not buy them things they want. Then discuss the reasons why. Encourage the children to start becoming aware of values. 4. Have the children discuss if or when they get an allowance, and for what reason. 5. Use any materials pertinent to occupations being discussed at a given time. 6. Read books: Fathers at Work by Ruth S. Radlaur What To Be? by Meredith Powell 7. Show filmstrips: Where Our Daddies Work - Eye Gate Fathers Work - filmstrip series, Churchill Films Mothers Work, Too. - filmstrip series, Churchill Films 8. Use film: I Am Me...and I Want To Be, EDC #1-171 - explores the importance of individual differences and the concept that happiness begins by knowing and appreciating oneself.

GENERALIZATION: III — Man's need for sociality is a factor in implementing change.

CONCEPT: 4 — Families' ways of living have changed and may continue to change.

Performance Objectives	Learning Experiences
1. The students will list at least three means of communication, i.e., mail, telephone, television, telegram, newspaper. 2. The students will list at least one change that has been brought about by improved transportation, i.e., horse and buggy, automobile, trains, ships, airplanes, jets, rockets, space ships. 3. Students will demonstrate an awareness of new problems and/or conditions brought about by scientific and technological advances by giving at least one example of changed conditions caused by each of the previously listed improvements. Suggested Time: 8-10 lessons	1. Use some of the outdated filmstrips that are available in each Media Center to demonstrate how ways of living have changed. 2. Use filmstrip and record: "Grandfather's Boyhood Thanksgiving" 3. Use available materials in each Media Center pertaining to cavemen, Indians, and Pilgrims, and continue showing on-going progress as new inventions and means of travel and communications occurred. 4. Use any appropriate TV programs which may reflect life in the olden days. 5. Spend time discussing and developing an awareness for the importance of conserving natural resources and preserving the wild life. 6. Discuss new occupations related to ecology. 7. Show 16mm film - EDC #1-006 - Tree House - A simple, charming film about a boy whose tree house is about to be razed as the encroachment of civilization eats away at the natural landscape. 8. Discuss how the depletion of our natural resources will effect the children's future life. a. What is being done. b. What can be done.

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GENERALIZATION: III — Man's need for sociality is a factor in implementing change.

CONCEPT: 4 — Families' ways of living have changed and may continue to change.

Performance Objectives	Learning Experiences
	9. Introduce the idea of futurism. Discuss the advances that have been made in outer space exploration, under water exploration. Have the students begin to imagine what life might be like when they are adults. 10. Refer to books: a. Working, Playing, Learning, Grossman, Michaelis Field Educational Publications, Inc. Found in each Media Center. b. One Plus One "Learning About Communities" - Macmillan Company. See section on "Then and Now" found in Media Centers.

GENERALIZATION: IV — The need for self-realization by Man is a contributing factor toward changing society.

CONCEPT: 1 — The family home may be the center for the fulfillment of happy living.

Performance Objectives	Learning Experiences
1. The students will identify at least one kind of family gathering to commemorate birthdays, anniversaries, and other important occasions. 2. The students will discuss at least one religious belief and/or practice that may be a part of their family pattern of living, if it is part of their family pattern. 3. The students will list at least one activity their families pursue to recognize and encourage particular talent. 4. The students will list at least one family activity which stimulates appreciation of music, art and/or literature. 5. The students will discuss how happy families can create happy communities. (The level of discussion will vary with experiences of the student.) Suggested Time: 4 lessons	1. Make use of the great variety of materials available in each Media Center that are related to music, art and language arts activities. 2. Have the children bring in items related to their family's celebration of religious holidays and holy days. 3. Begin teaching your class how others around the world celebrate birthdays and other family celebrations by discussing customs with which your students are most familiar. Record the contributions of your pupils. 4. Add to their fund of knowledge by telling them how children in other countries celebrate birthdays differently. Help the class to understand that "different" is not strange or undesirable, but simply not the same, and that it is just as enjoyable as our own customs. Make illustrated booklets of different birthday customs. Dramatize what you have learned about birthday festivities throughout the world by having classroom plays. 5. Use teacher resource materials such as, The K-3 Bulletin of Teaching Ideas & Materials, published by Parker Publishing Co., Inc. which monthly, highlights special holidays with suggested activities. 6. Have a Talent Show and Tell. Have each tell about the interests and/or talents of members of their family. 7. Have child or any member of his family demonstrate or perform his talent for the class. 8. Help children to understand that self-realization comes about by learning to accept and understand feelings, moods and emotions.

GENERALIZATION: IV	The need for self-realization by Man is a contributing factor toward changing society.

CONCEPT: 1	The family home may be the center for the fulfillment of happy living.

Performance Objectives	Learning Experiences
	9. Use AV Combos: a. The Family - EDC #26 Filmstrip "Meeting Emotional Needs." b. The Importance of You - EDC #210 - (4 cassettes and 4 filmstrips) c. Myself and Me - EDC - #504 d. Sometimes I feel - Parents Magazine Learning Corp. (at Spring Valley) 10. Use Picture Sets: Investigating Man's World - Scott Foresman - (24 colored study prints) Moods and Emotions - The Child's World (8 colored pictures) - all schools except Ridge Ranch 11. The following filmstrips contain excellent ideas but require children to reason and respond on a mature level. a. Two Sides To Every Story (a series) Churchill Films, EDC. b. What Do You Think (a series) Churchill Films, EDC. 12. Refer to book Self Expression and Conduct "The Humanities" Blue - Level 1, Harcourt, Brace, Jovanovich. May be found in school Media Centers.

GENERALIZATION: IV — The need for self-realization by Man is a contributing factor toward changing society.

CONCEPT: 2 — The family group participates in various forms of fun and recreational groups.

Performance Objectives	Learning Experiences
1. The students will list at least two ways through which they pursue recreational activities with their families. 2. The students will list at least two changes in recreational activities promoted by seasons. Suggested time: 3 lessons NOTE: Suggested time for Generalization IV: 7 lessons (3 weeks)	1. Have those children who have attended sports events tell where they went and what they saw. 2. Have those children who have traveled to special places of interest, tell about their trip and show any items obtained there. 3. Have the children tell of the different kinds of indoor and outdoor recreational activities enjoyed with the family, comparing winter ones with summer ones. 4. Use the filmstrip series - Fun In The City, Going Places and Doing Things. 5. Have the children tell about the lessons they may take, or organizations they are members of. e.g. dancing, music, Brownies, Cub Scouts, Boys' Clubs, etc. 6. Discuss current recreational activities as they occur. Make use of various media. 7. Discuss children's theatre, through children's experiences with it or any other live theatre experiences the children may have had. Try some live theatre in class. Many sources for plays at the primary level are available in Media Centers.